

INGL 4205 SYLLABUS

SPRING 2023

Course title:	Study of Language: Introduction to Linguistics
Pre-requisite:	<u>One</u> of the following: English 3103-3104, English 3011-3012 or equivalent first-year English, level 5 on English Department Placement Test, or Advanced Placement in English
Credit hours:	3 credits (45 contact hrs.)
Section/meeting hours:	INGL 4205-0U1 / MJ 10:00 – 11:20 a.m.
Modality (classroom):	Face-to-face (LPM 212)
Professor (email):	Cristal Heffelfinger-Nieves, Ph.D. (cristal.heffelfinger@upr.edu)
Office hours and phone:	MJ 1:00-2:20 p.m. (Janer 129), W 1:00-4:10 p.m. (Google Meet: vqz-rxjc-xvo). Appointments are highly recommended. 787-764-0000, Ext. 89729.

Course description:

This course presents an introduction to contemporary linguistic theory, including basic notions of language, phonetics and phonology, lexicon and morphology, syntax, semantics, discourse analysis, language change, and dialect variation.

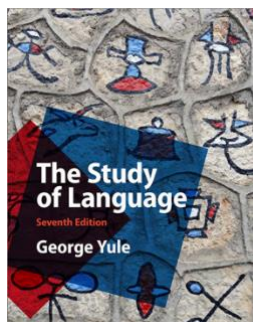
Course objectives:

Students will engage in activities that will allow them to:

1. Explain the basic characteristics of human language, both spoken and signed.
2. Identify the major levels of linguistic structure (phonology, morphology, syntax, semantics, and discourse), as described by linguists.
3. Identify the articulatory organs and their role in speech production.
4. Use the International Phonetic Alphabet (IPA) to transcribe English utterances at various levels of complexity.
5. Explain the main phonological rules that govern the use of English.
6. Analyze the morphological elements of words.
7. Analyze the syntactic structure of sentences in English.
8. Interpret the semantic value of words, sentences, and discourse in English.
9. Describe how languages change over time.
10. Define the main factors underlying dialect variation.
11. Demonstrate a general awareness of and appreciation for the scientific study of language.
12. Participate in interactive group tasks to promote cooperation and inclusion of all students.

Textbook (required):

Yule, G. (2020). *The study of language* (7th ed.). Cambridge University Press.



Teaching strategies and methodology:

This course will integrate a variety of student-centered approaches to promote learning and collaboration. Class activities will include lectures, flipped-classroom lessons, active discussion, individual and group work, interactive games, practice exercises, oral and written tasks, short presentations, research, and others. Students will be encouraged to participate regularly, ask questions, share their experiences, and play an active role in their own learning experience.

Course outline:

Date	Topics and Activities	Required Materials
Week 1: January 26	<i>Course Introduction and Overview, Defining Language and Linguistics</i>	INGL 4205 syllabus
Week 2: January 31 February 2	<i>Chapter 1: The Origins of Language</i> <i>Chapter 15: Gestures and Sign Languages</i>	Textbook: Chapter 1 (pp. 1-12), Chapter 15 (pp. 234-246)
Week 3: February 7 February 9	<i>Chapter 3: The Sounds of Language – Consonants</i>	IPA chart Textbook: Chapter 3 (pp. 28-34)
Week 4: February 14 February 16	<i>Chapter 3: The Sounds of Language – Vowels</i> Quiz #1	Textbook: Chapter 3 (pp. 35-43)
Week 5: February 21 February 23	Linguistic Portfolio – Task A <i>Chapter 4: The Sound Patterns of Language</i>	Textbook: Chapter 4 (pp. 44-52)

<p>Week 6: February 28 March 2 – Holiday (NO CLASS)</p>	<p>Chapter 4: <i>The Sound Patterns of Language – Additional Practice</i></p> <p>Group task: Phonotactics and Coarticulation</p>	<p>Textbook: Chapter 4 (pp. 52-57)</p>
<p>Week 7: March 7 March 9</p>	<p>Linguistic Portfolio – Task B</p> <p>Chapter 5: <i>Word Formation</i></p>	<p>Textbook: Chapter 5 (pp. 58-74)</p>
<p>Week 8: March 14 March 16</p>	<p>Chapter 6: <i>Morphology</i></p> <p>Quiz #2</p>	<p>Textbook: Chapter 6 (pp. 75-91)</p>
<p>Week 9: March 21 March 23</p>	<p>Linguistic Portfolio – Task C</p> <p>Chapter 8: <i>Syntax</i></p>	<p>Textbook: Chapter 8 (pp. 112-120)</p>
<p>Week 10: March 28 March 30</p>	<p>Chapter 8: <i>Syntax – Tree Diagrams</i></p> <p>Special assignment (Quiz #3) in place of March 30 class (no face-to-face meeting)</p>	<p>Textbook: Chapter 8 (pp. 121-128)</p>
<p>Week 11: April 4 April 6 – Easter break (NO CLASS)</p>	<p>Linguistic Portfolio – Task D</p> <p>Chapter 9: <i>Semantics – Semantic Features and Thematic Roles</i></p>	<p>Textbook: Chapter 9 (pp. 129-133)</p>
<p>Week 12: April 11 April 13</p>	<p>Chapter 9: <i>Semantics – Lexical Relations</i></p> <p>Linguistic Portfolio – Task E</p> <p>Chapter 11: <i>Discourse Analysis – Context, Cohesion, and Coherence</i></p>	<p>Textbook: Chapter 9 (pp. 134-148) Chapter 11 (pp. 167-170)</p>
<p>Week 13: April 18 April 20</p>	<p>Chapter 11: <i>Discourse Analysis – Conversation Analysis, Cooperation, Schemas</i></p> <p>Quiz #4</p> <p><i>Further reading: Critical Discourse Studies</i></p>	<p>Textbook: Chapter 11 (pp. 171-183)</p> <p>Wodak & Meyer (in Van Dijk, 2015, pp. 1-33)</p>
<p>Week 14: April 25 April 27</p>	<p>Linguistic Portfolio – Task F</p> <p>Chapter 17: <i>Language History and Change</i></p>	<p>Textbook: Chapter 17 (pp. 262-278)</p>
<p>Week 15: May 2 May 4</p>	<p>Linguistic Portfolio – Final Version</p> <p>Chapter 18: <i>Regional Variation in Language</i></p> <p>Quiz #5</p>	<p>Textbook: Chapter 18 (pp. 262-278)</p>
<p>Week 16: May 9 May 11</p>	<p>Student Presentations on English Dialects</p>	<p>Rubric</p>

Week 17: May 16	<i>Final Exam or Paper</i>	Rubric (if applicable)
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Evaluation:

Attendance and participation (readiness, effort)	20%
Homework, classroom tasks, and presentations	20%
Linguistic portfolio	10%
Quizzes (5)	25%
Final exam or research paper (*students' choice)	25%
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TOTAL	100%

Grading system: 100-90 = A 89-80 = B 79-70 = C 69-60 = D 59-0 = F

Course policies and honor code:

1. Students must abide by the rules of academic integrity. Answers to assignments, quizzes, and essays must result from their own (individual) effort. Papers must follow proper APA citation guidelines and include both in-text citations and a list of references to avoid plagiarism. (If needed, the professor will schedule an APA-style workshop for students.) Any act of academic dishonesty, including AI-generated text, will be penalized with a score of zero (0), without exception, and may be subject to disciplinary sanctions (see below).
2. Students are responsible for taking notes, asking for clarification, accessing the material available through the institutional LMS (Moodle), and meeting with the professor during office hours. The professor will gladly answer emails during regular work hours.
3. Any late assignments (up to one week past the deadline) will be subject to a 10% penalty. No work will be accepted more than one week after its established deadline, in which case it will be graded with a zero (0).
4. There will be no make-up quizzes without reasonable justification. The decision to grant deadline extensions, make-up tasks, or extra credit remains at the professor's discretion. Last-minute requests to "save the semester" will not be considered.
5. In case of an absence, students may send an excuse through official channels. More than three unexcused absences will automatically result in the lowering of a student's grade in the course (from A to B, and so on). Medical excuses will be accepted only if issued by a licensed physician. If diagnosed with COVID-19, influenza, mycoplasma, or any fast-spreading respiratory illness, students must isolate and wear a tight-fitting face mask following CDC guidelines or doctor's orders. In the event of a personal or family emergency, students should notify the professor via email as soon as possible. Students' right to privacy and protection of health information (HIPAA) will always be guaranteed.
6. Students have the right to choose their preferred name and pronouns and to have their classmates and professor respect their choice. Likewise, they are expected to acknowledge their peers' choices and use inclusive language when referring to others.

7. Students may openly disagree with their fellow classmates and professor, but they must do so politely and respectfully. Intentionally offensive and derogatory language will not be tolerated in the classroom or in any class-related environment, including Moodle forums.
8. The use of cellphones, tablets, iPads, laptops, and similar electronic devices will be allowed only as part of class activities, including notetaking, and for reasonable accommodation purposes. Students may be allowed to take calls in case of an emergency, having notified the professor at the beginning of the class.

Important notices in accordance with the recommendations of the Dean of Students Office:

Reasonable Accommodations (Division for Persons with Disabilities)

Students receiving Vocational Rehabilitation services must contact professor at the beginning of the semester to make arrangements for reasonable accommodations and for any necessary auxiliary equipment, following the recommendations of the Coordinating Office for People with Disabilities (Oficina de Asuntos para las Personas con Impedimentos -- OAPI), under the Office of the Dean of Student Affairs. Other students with special needs who require any kind of assistance or reasonable accommodations should also inform the professor. Alternative evaluation methods will be provided to students with identified special needs.

Discrimination / Sexual Harassment

The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms including that of sexual harassment. According to the Institutional Policy Against Harassment at the University of Puerto Rico, Certification No. 130, 2014-2015 from the Board of Governors, any student subjected to acts constituting sexual harassment must turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or a formal complaint.

Academic Integrity

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR General Student Bylaws (Certification No. 13, 2009-2010, of the UPR Board of Trustees) establishes that “academic dishonesty includes but is not limited to: fraudulent actions, obtaining grades or academic degrees using false or fraudulent pretexts, entirely or partially copying academic work from another person, entirely or partially plagiarizing the work of another person, entirely or partially copying responses from another person to examination questions, having another person take any test, oral or written examination on the student’s behalf, as well as assisting or facilitating any person to incur in the aforementioned conduct.” Fraudulent conduct refers to “behavior with the intent to defraud, including, but not limited to, malicious alteration or falsification of grades, records, identification cards or other official documents of the University of Puerto Rico or any other institution.” Any of these actions shall be subject to disciplinary sanctions in accordance with the respective disciplinary procedure, as stated in the current UPR Student Bylaws.

Contingency Plan in Case of Emergency

In the event of an emergency or interruption of classes, course offerings will take place with the support of distance learning modalities, as established in this official syllabus. In compliance with official communications and institutional guidelines, the professor will make efforts to communicate with

students via institutional email or other available communication outlets to coordinate the continuity of course work.

Bibliography:

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- Lieber, R. (2021). *Introducing morphology* (3rd ed.). Cambridge.

Van Dijk, T. A. (2011). *Discourse studies: A multidisciplinary introduction*. SAGE.

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Wolfram, W., & Schilling-Estes, N. (1998). *American English: Dialects and variation*. Blackwell.

Yaguello, M. & Harris, T. A. L. V. (1998). *Language through the looking glass: Exploring language and linguistics*. Oxford University Press.

Online resources:

Annual Review of Applied Linguistics: <https://www.cambridge.org/core/journals/annual-review-of-applied-linguistics>

International Phonetic Association (IPA Chart):

<https://www.internationalphoneticassociation.org/content/full-ipa-chart>

IPA Keyboard: <https://ipa.typeit.org/>

Journal of Pragmatics: <https://www.sciencedirect.com/journal/journal-of-pragmatics>

Language Variation and Change Journal: <https://www.cambridge.org/core/journals/language-variation-and-change>

Linguistic Society of America: <https://www.linguisticsociety.org/>

Merriam-Webster dictionary: <https://www.merriam-webster.com/>

Purdue Online Writing Lab (APA Guidelines):

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html